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ABSTRACT

Guidelines concerning formal contacts between U.S. and foreign colleges are presented. Linkages mainly refer to institutional affiliation that extends beyond a simple exchange program. Linkage between two institutions is the primary concern. The first step is to investigate the feasibility of a linkage program. After selecting an area of the world in which to seek a linkage partner, the next step is to investigate several colleges and universities in that area. It is advisable to start with a limited program, involving only a single department or faculty in each institution. The initial formal contact should take place between the chief executive officers of both institutions, and the negotiating strategy should be planned before on-site visits. The persons in both institutions who will have responsibility for the operation and continuity of the program should be involved in the establishment of program goals and development plans. The initial agreement or contract should be exchanged and signed at the presidential level of the partner institutions. Agencies and associations in the United States that could assist U.S. institutions in choosing a linkage partner are listed, with addresses and phone numbers. For foreign institutions, the Fulbright Commissions are excellent resources and these are listed for 38 countries. (SW)

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PREAMBLE

These brief guidelines were prepared in response to requests from institutions of higher education in the United States and abroad which are interested in developing formal contacts with an institution in another country.

The guidelines have been kept simple and broad in order that they may be of use to the greatest number of institutions. The purpose of the guidelines is to organize the process and to call attention to salient points within it. The guidelines can then be adapted to suit the needs and purpose of individual institutions.

Higher education institutional linkages are most commonly defined as direct operational ties, arrived at through mutual agreement, providing mutual benefit, and requiring mutual investment of resources. The emphasis is on mutual collaboration. There are various types of exchange programs which are sometimes referred to as linkages. They include individual exchanges of faculty and students such as the Fulbright program, exchanges of students and faculty within specific departments of two institutions, collaborative research on special projects, and library exchanges. Most often, however, the term linkage refers to institutional affiliation which extends beyond a simple exchange program. Linkages in this sense may occur between individual institutions or among groups of institutions (consortia). Well over 1,000 institutions in the United States have linkages with institutions abroad.

Optimally, all of the international programs of an institution, whether academic or non-academic, should be coordinated within an international center on the campus. Such coordination strengthens individual programs, presents opportunities for greater interaction among program participants, and heightens the visibility of the institution's international dimension. For an institution-to-institution program to succeed it must be based on campus-wide understanding and support of international education and the implications of its challenges and opportunities. This type of linkage program is not the first step in the internationalization of a campus; rather it is a logical outgrowth of an institution's integrated, international perspective in of education.

An institution-to-institution linkage has the potential for broader participation than is attainable through an individual or departmental exchange. As a linkage program develops it provides an opportunity for faculty and alumni to have a campus base in another country and also reaches off the campus into the local community as civic groups become more involved in the program and guest students and faculty interact with community residents.

This publication is concerned primarily with linkages between two institutions. The steps in the guidelines are sequentially arranged. If the recommendations or questions within a given step of the process present difficulties, it is probable that the institution should not be considering an institution-to-institution linkage at this stage, but rather exploring other types of exchange programs.

PRELIMINARY CONSIDERATIONS

Rationale

The rationale for a linkage program should be rooted in the mission and purpose of the institution and should be a part of its long-range planning. The goals of the program should be clear enough to be subject to periodic review and evaluation.

Commitment

No matter at what operational level the initial ties are made, the program should have the enthusiastic support and long-term commitment of the institution's leadership (governing board and chief executive officer), senior administrators (especially the chief fiscial officer and the chief academic officer), and the faculty who will ultimately be involved.

Language

The consideration of language of instruction and formal communication is important. If the language for teaching and lecturing is not the same in both countries, the participating institutions should have solid instructional programs in each other's language if at all possible. Faculty and students desirous of participating in the program abroad can then have the opportunity to learn or sharpen language skills.

Some academic programs such as science, engineering and mathematics use technical English which is almost the universal language in these areas. If this is the case, participants in such programs need only basic communications skills in the language of the country. However, other programs such as the humanities may require greater proficiency in a foreign language.

Planning

The value and necessity of careful mutual planning, which can sometimes take two or three years, cannot be overestimated if a linkage program is to have long-term success. The program should be included in the institution's long-range planning and adequate time should be allowed for the completion of the steps in these guidelines.

Finance

In the interest of avoiding currency exchange losses and restrictions, international financial transactions should be minimized. A careful study of areas in which reciprocal exchanges of services might be feasible will prove beneficial in lessening the number of actual currency exchanges.

HOW TO BEGIN

STEP 1: Why Have A Linkage Program

Initially, a study group appointed by the chief executive officer of the institution and made up of representatives of administration and faculty, including a fiscal administrator and an international program coordinator where possible, should investigate the feasibility of a linkage program using the guidelines in **STEP 1.** During their investigation, this group should seek the advice and counsel of as many resource persons as possible, on and off campus. Depending on the size of the institution, the completion of the feasibility study may take up to a year.

Often the positive aspects of considering a linkage program are so strong, they tend to obscure the realities which must be addressed as the program becomes operational. To ensure a firm rationale for the linkage program, the following questions are among those which should be given serious consideration:

1. How does a linkage program support the mission of the institution?

2. How would a linkage program fulfill specific needs of the institution?

3. What strengths has the proposing institution to offer a foreign institution?

4. In light of the needs of the proposing institution, which part of the world would be most suitable in which to have a linkage partner?

5. Are there sufficient financial resources at the proposing institution for a long-term commitment?

6. Is there a strong commitment for a linkage program, based on an adequate understanding of its implications and opportunities, on the part of the proposing institution's administrative leadership and faculty?

7. Are the foreign language programs at the proposing institution adequate to provide training for its linkage participants, as well as to assist participants from the partner institution with the language of instruction?

The answers to these questions will give direction to the remaining steps in the process.

If the feasibility study indicates a positive climate for an institution-to-institution linkage program and the institutional leadership is committed to the proposal process, the initial study group can be augmented to include further members of the administration, faculty and, if possible civic leaders and representatives of local business corporations. Involvement of the larger

community in the preliminary stages of the process can only be of benefit to the institution in the long run.

It is at this point as well that the operational director of the proposed program should be appointed. The director should coordinate all activities concerned with the program proposal as well as the program itself as it becomes operational. Supporting this director should be a unit or mechanism (e.g., a campus international center) which would serve as a focal point for activities on campus and a contact point for communications from abroad.

STEP 2: Choosing a Partner Abroad

Having selected an area of the world in which to seek a linkage partner, the next step is to investigate several institutions of higher education in that area or country.

Information about foreign universities often can be supplied locally by:

-administrators or faculty of the proposing institution who have personal contact with administrators or faculty of an institution abroad;

-alumni living in countries where the linkage is considered;

-an institution similar to the proposing institution which has an already established linkage program;

-cultural attaches in foreign embassies in the proposing institution's country.

-Fulbright Commission in countries outside the U.S.

The overriding caveat in this step is the accreditation or official recognition of the chosen institution. Confirmation of accreditation of institutions in the United States can be obtained through the Council on Postseconary Education, One Dupont Circle, Suite 305, Washington, D.C. 20036. COPA publishes annually a report on "Accredited Institutions of Postsecondary Education in the U.S." Confirmation of recognized institutions of higher education in other countries can be obtained through the country's Ministry of Education or through the Cultural/Educational offices of its embassies.

Starting with a limited program, involving only a single department or faculty in each institution, is a wise decision. Although the possibilities for future growth should be investigated, it is well to target one or two departments or faculties (the common designation for academic departments or divisions in non-U.S. institutions) for the initial program. There is no guarantee that a linkage program will be successful and withdrawal from a large program could be costly. The following general considerations should be of help, although each proposing institution may have others to add.

In reviewing potential linkage partners after they have been identified:

-reduce the number of possible institutions to a manageable size and put in order of priority; (It is wise to have a few potential linkage choices in the event that the first choice does not become feasible.)

-review the institutions chosen in light of Step 1 of this process, applying the questions to the foreign institution as well as the proposing institution;

-compare the foreign institution to the proposing institution in size, programs, quality, location (urban or rural), faculty, calendar, etc.

-assess the adequacy of the foreign institution's library facilities, laboratories (if relevant), student advising, and other areas specifically related to the proposed programs as well as potential programs.

If there have been any informal contacts with the institution abroad (exchange faculty or students, alumni, or anyone who was helpful in assisting in the choice of a linkage partner), these contacts may be used to "float" the idea of a linkage with the proposed partner if they are on that institution's campus or in contact with someone on the campus. Informal contacts can prepare the linkage partner abroad for the formal contact.

STEP 3: Initial Formal Contact with the Institution Abroad

The initial formal contact should take place between the chief executive officers of both institutions. A letter from the chief executive officer of the proposing institution to the chief executive officer of the overseas institution inviting the institution to become a partner in the linkage program should include:

1. A rationale for the proposal and a clear definition of the mutual advantages as known or perceived;

2. Strengths of the proposing institution;

3. Perceived strengths of the partner institution;

4. Evidence of adequate and appropriate resources (financial, academic, physical) to support the commitment on the part of the proposing institution;

5. Expectation of the linkage partner's time, financial, academic and physical resource commitment;

6. An inquiry of interest in further joint investigation of the feasibility of the proposal with an exchange of on-site visits and the eventuality of an in-depth joint negotiating process; (On-site visits at this point are very important; they provide an opportunity to reconcile first-hand observations with previous perceptions.)

7. A suggested procedure or protocol for the proposed linkage agreement (for example, the involvement of federal or state higher education officials, institutional administrative leadership, departments or faculties concerned, etc.);

8. A suggested time limit in which to reply. Most chief executive officers would not be empowered to give an immediate response. Ample time must be allowed for consultation with the appropriate persons or offices.

STEP 4: The Negotiating Process

The negotiating strategy (i.e., selected topics from **STEP 4** of these guidelines) should be planned before the on-site visits take place. After a favorable response from the proposed partner, the chief executive officer of the proposing institution should send a copy of the negotiating strategy (with appropriately translated second copy, if necessary) to the overseas institutution. This strategy can be mutually edited during the on-site visits. Its use by both partners will help to keep the process focused.

At this point broader participation is essential. The chief executive officers of both institutions should oversee the process, but the persons in both institutions who will evenually have resposibility for the operation and continuity of the program should be actively involved. Academic department heads or deans of faculties, as well as faculty members who will participate in the proposed program should be included. The business officers of both institutions should review and discuss proposed agreements.

The various tasks to be accomplished within this process may be assigned to small subcommittees of the participating group, and ad hoc subcommittees from outside the planning groups may be indicated in some cases. The subcommittees would consider the task and prepare an action-outline for full group discussion and completion.

Tasks to be accomplished:

-Establishment of mutual program goals clear enough to be subject to review and evaluation;

-Development of plans for the implementation of these goals which would include agreement on:

...the minimum/maximum number of faculty and students to be involved in the program (initially, annually, or for a specified period thereafter);

...faculty salaries and benefits, housing, transportation, provision for replacement of faculty members who will be abroad, and any change in faculty status which would occur as a result of an overseas appointment;

...student tuition, housing, board, stipend, provision for intersession housing, and cultural opportunities;

...payment and foreign exchange provisions for all currency involvements;

...possibilities for "in kind" support as well as direct financial provisions;

...academic considerations such as participating departments (divisions, faculties), programs, faculty and new or additional courses needed at each institution to accommodate the program;

...status of participation in an overseas program in relation to degree requirements at the home institution;

...curriculum adjustments;

...level of language proficiency needed for participation in the program and means of evaluating that proficiency (TOEFL, etc.);

...short and long-term time considerations, e.g., one semester each year for five years, fall and winter quarters each year until program evaluation and renewal of contract, etc.;

...plans for orientation and debriefing of visiting faculty and students;

...plan for regular mutual review and evaluation of the program;

...provisions for legal review and approval by governing bodies;

...provisions for cancellation of the agreement;

-Financial parameters should be established and held to throughout the process;

-Operational responsibility (indicating specific areas of accountability) should be assigned to an office and an individual in each university; negotiations concerned with released time to carry out these responsibilities should take place.

STEP 5: The Initial Agreement or Contract

This document should be exchanged and signed at the presidential level of the partner institutions. In the initial agreement, a specific time covering the probationary period until the first review and evaluation should be included. After a mutually favorable review, the agreement or contract may be modified.

As in the previous steps suggested in these guidelines, all of the recommendations may not be relevant to every linkage program. A statement or brief paragraph on each of the applicable items mentioned below should suffice for the formal agreement, which should avoid excessive detail. There will undoubtedly be annual fluctuations in the numbers participating, as well as periodic financial adjustments. When these areas are mentioned in the agreement, they should be stated in broad terms to avoid frequent revisions of the agreement document itself.

Items which should be included in the agreement or contract:

1. A statement of mutual goals;

2. The name of the contact person responsible for the administration of the program at each institution;

3. Expected participation (students, faculty, occasional individuals for special projects);

4. Financial responsibilities of each institution with regard to travel, salary, housing, board, tuition stipends, teaching and research materials (laboratory supplies, books, library facilities, etc.) and a method of currency evaluation;

5. Provisions for changing the scope of the program;

6. Provisions for periodic review or evaluation;

7. A release clause with a specified time period between notice and withdrawal from the program;

8. Effective date and duration of the probationary period.

In drawing up this agreement it is advisable to have the advice of legal counsel especially when an agreement includes large financial commitments. The agreement should be drawn up well in advance of the proposed effective date since either partner may wish to make final revisions after consultation with key persons on their own campuses or with the institution's governing body. In the event that the agreement is written in more than one language, sufficient time should be allowed for certification of the translation.

ANNOUNCING THE PROGRAM

Announcement of the linkage program should contain as much specific information as possible and be sent to a wide audience on and off campus. It should be made by the highest administrative leader of the proposing institution and be sent to the local media, appropriate higher education associations (as an article for publication in newsletters), alumni, corporate and civic leaders, institutional benefactors, governing boards and any other persons or organizations connected with the institution.

The linkage program should be given prominence in all publications of the proposing institution as well as the catalogue. Brochures describing the program should be made available to recruiters and admissions officers.

A special effort should be made to contact local ethnic groups from the country of the linkage parter. As the program becomes operational, these groups could play an active role in many nonacademic aspects of the linkage program and they would prove an invaluable resource for the institution.

Agencies and Associations in the United States Which Could Assist in Choosing a Linkage Partner Abroad

There is no central clearinghouse in the United States for university linkage affiliations. The agencies and associations listed below provide a variety of services. Some can provide names of appropriate universities abroad. Others can supply lists of area studies centers among their membership from whom more specific information can be obtained. In any case, they are all good sources as initial contacts.

African-American Institute (AAI)
Director, Division of Education
833 United Nations Plaza
New York, NY 10017
(212) 949-5735

American-Mideast Educational and Training Services, Inc. (AMIDEAST)
Division of Information Services
1717 Massachusetts Avenue, NW, Suite 100
Washington, D.C. 20036
(202) 797-7900

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
One Dupont Circle, NW, Suite 330
Washington, D.C. 20036
(202) 293-9161

American Association of Community and Junior Colleges (AACJC)
One Dupont Circle, NW, Suite 410
Washington, D.C. 20036
(202) 293-7050

American Association of State Colleges and Universities (AASCU)
One Dupont Circle, NW, Suite 700
Washington, D.C. 20036
(202) 293-7070

American Association of Teachers of German (AATG)
523 Building, Suite 201
Route 38
Cherry Hill, NJ 08034
(609) 663-5264

American-Scandinavian Foundation Exchange Division
127 East 73rd Street
New York, NY 10021
(212) 879-9779
(Provides referral service to U.S. based information offices of specific countries.)

Association of Asian Studies, Inc.
Secretariat
One Lane Hall
University of Michigan
Ann Arbor, MI 48109
(Membership Directory of Asian Area Studies Centers)

Association of Catholic Colleges and Universities (ACCU)
One Dupont Circle, NW, Suite 650
Washington, D.C. 20036
(202) 293-5954

Association of Jesuit Colleges and Universities (AJCU)
1424 16th Street, NW, Suite 300
Washington, D.C. 20036
(202) 667-3889

Committee on Scholarly Communication with the People's Republic of China
National Academy of Sciences
2101 Constitution Avenue
Washington, D.C. 20418
(202) 334-2718

Consortium for International Cooperation in Higher Education (CICHE)
One Dupont Circle, Suite 616
Washington, D.C. 20036
(202) 887-0512

Consortium for International Development (CID)
5151 East Broadway, Suite 1500
Tucson, Arizona 85711-3766
(602) 745-0455
(Group of U.S. universities involved mainly in Third World development.)

Council for European Studies
1404 International Affairs Building
Columbia University
New York, NY
(212) 280-4172
(Primarily concerned with programs in history and the social sciences.)

HEA Title VI National Resource Centers for International Studies
Advanced Training and Research Branch
Center for International Education Programs
U.S. Department of Education
Washington, D.C. 20202
(202) 245-9425
(List of federally funded area studies centers in colleges and universities throughout the U.S.)

Institute of International Education (IIE)
809 United Nations Plaza
New York, New York 10017
(212) 883-8200

International Research and Exchanges Abroad (IREX)
655 Third Avenue
New York, NY 10017
(212) 490-2002
(Information about USSR and East European Institutions)

Latin American Studies Association
Secretariat
Sid Richardson Hall, Unit 1
University of Texas - Austin
Austin, TX 78712

MidAmerica International Agricultural Consortium (MIAC), Inc.
University of Missouri
126 Mumford Hall
Columbia, MO 65211
(314) 882-4413
(Groups of U.S. universities involved mainly in Third World development.)

Midwest Universities Consortium for International Activities (MUCIA)
134 Derby Hall, 115 North Oval Mall
Ohio State University
Columbus, Ohio 43210
(Groups of U.S. universities involved mainly in Third World development.)

National Association for Foreign Student Affairs (NAFSA)
1860 19th Street, NW
Washington, D.C. 20009
(202) 462-4811
(Helpful with information on immigration, community hospitality, orientation and aspects of administration.)

South-East Consortium for International Development (SECID)
400 Eastowne Drive, Suite 207
Chapel Hill, NC 27514
(919) 967-7281
(Group of U.S. universities involved mainly in Third World development.)

University Affiliation Programs
United States Information Agency (USIA)
301 4th Street, SW
Washington, D.C. 20547
(Printed guidelines for the program available. Some funding by USIA for linkages in specific foreign countries.)

The resources listed above are primarily for assistance to U.S. institutions. The Fulbright Commissions listed below are excellent resources for other countries of the world.

ARGENTINA

Mr. Rolando Costa Picazo
Commission for Educational Exchange Between the USA and the Argentine Republic
Maipu 2 piso, 1006
Buenos Aires, Argentina
Tel: 54-1-392-4971 Cable: CEEBUSA

AUSTRALIA

Mr. Bruce Farrer
Executive Director
Australian-American Educational Foundation
Churchill House, Northbourne Avenue
Braddon, A.C.T.
Australia 2601
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AUSTRIA

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Executive Secretary
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Tel: 43-222-31-55-11 Cable: USEDOM WIEN

BELGIUM & LUXEMBOURG

Dr. Sheila Page Bayne
Commission for Educational Exchange Between the United States of America, Belgium and Luxembourg
Rue Du Ma·teau, 21, Hamerstraat, 1040
Brussels, Belgium
Tel: 2/218 4780

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Entre Quadras 706/906
70390 Brasilia, DF, Brazil
Tel: 244-1080; 244-1270

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Santiago, Chile
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COLOMBIA

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Commission for Educational Exchange Between the United States of America and Colombia
Apartado Aereo 034240, Carrera 21, No. 39-70
Bogota, Colombia
Tel: 287-3995, 287-3829, 287-3718
Cable: Fulcolombia, Bogata

CYPRUS

Mr. Renos Kamenos
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Commission for Educational Exchange Between the United States of America and Cyprus
c/o American Embassy
Nicosia, Cyprus

DENMARK

Mr. John W. Berg
Executive Director
Commission for Educational Exchange Between Denmark and the United States of America
Raadhosstraede 3, 1466
Copenhagen K., Denmark
Tel: 01 128223 Cable: USEFDAN

ECUADOR

Dr. Gonzalo Cartagenova
Executive Director
Commission for Educational Exchange Between
the United States of America and Ecuador
10 De Agosto 1832 Y Roca, P.O. Box 826-A
Quito, Ecuador
Tel: 230-119

EGYPT

Dr. Ann Bos Radwan
Executive Director
Commission for Educational and Cultural
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America and the Arab Republic of Egypt
c/o American Embassy
Cairo, Egypt
FOR MAILING: Fulbright/Cairo, Department of
State, Washington, D.C. 20520
Tel: 28679/24799 ext. 258
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Paris, France
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GERMANY

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the United States of America and the Federal
Republic of Germany
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5300 Bonn 2
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Tel: 011-49-228-36-10-21; 22
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